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To investigate the potentialities of teachers as evaluators of instructional materials and to develop an inclusive form to cover all of the necessary evaluative aspects of a material and its use, 16 teachers of the educable retarded participated in an institute. Four member teams played a game in which they studied materials and identified evaluative criteria. An evaluation form was devised, used at the institute and in the classroom, and revised. Checklists were largely eliminated and space left for the evaluator to enter pertinent information. Conclusions were that given the structuring and motivation of a game-like atmosphere, teachers can provide a set of criteria meaningful to them; there seemed to be a good deal of agreement on the criteria; and a teacher developed instrument can be effectively used. Directions for playing the games, charts of the development of the criteria, the evaluation forms, an evaluator's guide, and a sheet for evaluating the evaluations are provided. (RJ)

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USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
CHILDREN
AND YOUTH

EMPIRICAL STUDY OF INSTRUCTIONAL MATERIALS EVALUATION IN SPECIAL EDUCATION

Monograph Series No. 3

Cooperating with State Departments of Education — Michigan-Indiana-Ohio

*Member Instructional Materials Network for Handicapped Children and Youth
U.S. Office of Education — Bureau of Education for the Handicapped

EC004164F



**EMPIRICAL STUDY OF INSTRUCTIONAL
MATERIALS EVALUATION IN SPECIAL EDUCATION**

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EMPIRICAL STUDY OF INSTRUCTIONAL MATERIALS EVALUATION
IN SPECIAL EDUCATION

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(Presented at 47th Annual International Convention of the Council
for Exceptional Children, Denver, Colorado, April 8 - 12, 1969)

The term "instructional materials" once elicited a picture of a black-board, a record player, and possibly an opaque projector. Today this term has come to mean much more. A quick trip through the exhibits area at this convention uncovers a wealth of instructional materials that are available to the classroom teacher. In fact, it could almost be called a "jungle" of instructional materials. Jungle, a highly descriptive word, brings to mind such thoughts as being lost, engulfed, closed in, and very threatened. How can we make this jungle meaningful?

This paper is one attempt to comprehend the jungle. It is concerned with the evaluation of instructional materials; evaluation as a tool for providing today's teacher with a means of getting into the jungle; finding particular materials to meet her needs; and bringing them into the classroom and making effective use of them.

THE PROBLEM

The Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University has co-sponsored a series of studies with the Office of the State Superintendent of Public Instruction in Indiana.¹ These studies are aimed at assessing the potentialities of practitioners as

¹Funds for the Evaluation Institutes were provided by the Department of Special Education, Office of the Superintendent of Public Instruction, State of Indiana.

evaluators of instructional materials.

The topic of materials evaluation has gained considerable impetus during the last few years. More and more projects are being undertaken to examine a few of the many problems associated with evaluation. Some projects have focused on an informal approach, requesting teachers to write a short descriptive statement about a material they have seen or used. Check lists are being developed to guide these teachers in their evaluation. The question arises--how were the criteria for the check list developed? In many instances they were developed in a purely intuitive manner. A second question might be, is it possible to design an inclusive form or check list that would cover all of the necessary evaluative aspects of a material and its use?

In other instances, experts have met to devise sets of criteria for evaluating. These criteria are usually based on more or less well defined learning theory and are concerned with what a particular material should accomplish. Extensive laboratory or field testing of a material is then conducted to find out if its purpose is accomplished. "Pass or fail" in this evaluative concept is often dependent upon how the teacher uses the material. If the teacher does not use the material to its fullest potential in relation to its inherent "learning qualities," it will be less than ideally effective. Herein is a serious, but not well recognized, problem of evaluation: Do existing evaluative schemes fully take into account the wide range of teaching styles?

As yet there is no basis for proposing some "right" approach that evaluation should take. Of more importance to the classroom teacher, there is no available catalog of evaluations to cover the many materials on the commercial market. Obviously, some sort of sound, common approach to evaluation needs to be developed before such a library of evaluations

can be produced. It is possible, however, to consider both the approach to evaluation and the product of evaluation simultaneously. It is this dual approach that has been tried in this study: the development of a library of material evaluations and the systematic study of the evaluation process.

THE EVALUATION INSTITUTE

To effectively attack both questions it was decided to hold an Evaluation Institute. The Institute would be built around a game structure to avoid the usual lectures and speeches, and provide a teacher-oriented activity with high motivation for the participants.

Selected teachers in a single area of special education, the educable retarded, were invited to attend a three-day meeting. No prior information concerning the design of the Institute was provided the teachers. They were merely asked to participate in a state-sponsored function. Great care was taken at this stage. We did not want the teachers trying to organize their thinking prior to the Institute. Such organization is usually concerned with attempting to second-guess what will be discussed. In other words, we didn't want the teachers asking themselves, "What will they want me to say?" or "What should I be ready to learn?". Instead, our planning called for a series of activities -- games -- that would allow them to organize their own thoughts as a part of the procedure. We were concerned with what they, as practitioners, thought were the important aspects of evaluation.

Sub-Group Activity (Game)

The 16 group members were randomly assigned to four-member teams. Each team was given a packet of envelopes and seated around its own table on which were three large sacks. Their instructions were to open Envelope

#1 and proceed as directed (See Figure 1).

Envelope #1 instructed them to open their own Sack #1 and to discuss the instructional material it contained. Once it was discussed, they were to list ten of its strengths or weaknesses. After they finished this step, they went on to Envelope #2 which told them not to open Sack #2, but instead to list twelve questions that they thought should be asked to probe the strengths and weaknesses of the unknown material in the second sack, whatever it might be. Envelope #3 directed them to open the sack and to answer their own questions about the material they would find.

Envelope #4 then asked for a list of ten questions to be asked of another unknown material in the third sack. Envelope #5 directed them to open Sack #3 and answer their questions, again using pre-structured evaluation questions to assess a "new" material.

Finally, Envelope #6 asked them to construct a listing of all the questions they had learned were important to probe the strengths and weaknesses of a material. Envelope #7 requested that they rate the items on a three point scale in regards to their importance.

In setting up this activity we were concerned with finding out 1) if different types of materials might suggest different evaluative criteria, 2) what evaluative criteria are important to the practitioner through the investigation of the dynamics of systematic development, and 3) the effect of such a game-based activity as a sensitizing device, making the teacher cognizant of the many questions that must be asked when considering evaluation. The activity proved beneficial in all areas.

To assess the effect of different types of material on the development of criteria, we devised a matrix whereby two of the groups first investigated a material categorized as "hardware" (Language Master and Audio Flashcard),

Figure 1 SEQUENCE OF ACTIONS FOR SUB-GROUP ACTIVITY¹



Discuss strengths and/or weaknesses of the instructional material in Sack #1. List ten strengths and/or weaknesses of this material.



List twelve questions that should be asked to probe the strengths and/or weaknesses of the unknown material in Sack #2.



Open Sack #2 and answer your twelve questions.



List ten questions that should be asked to probe the strengths and/or weaknesses of the unknown material in Sack #3.



Open Sack #3 and answer your ten questions.



List all of the questions that should be asked to probe the strengths and/or weaknesses of an instructional material.



Rate your questions on a three point scale.

1= Exceptionally important
2= Important
3= Moderately important

¹ See Appendix I for exact contents of envelopes

and two of the groups began with a material categorized as "software" (workbook, reader, etc.), (see Figure 2). This aspect of the study showed that there were no great differences in criteria that were developed through exposure to hardware and software, versus exposure to software alone.

All four sub-groups identified evaluative criteria that were later classified according to nine general headings. Of the nine general headings (How is the material used?, What teacher preparation is necessary?, etc.) three of the sub-groups identified all nine and one identified seven.

Criteria that was most frequently identified by the sub-groups included the cost of the material, whether it can be used individually or in groups, the type of child that it can be used with, and whether it contains student appeal.

If the success of an activity can be judged by the amount of verbalization it has provoked, this activity was a success! The informal discussions that had preceded the activity turned to strong and sometimes heated debate concerning what items should be included or excluded in their lists of strengths and weaknesses of a particular material. It is interesting to note that at this stage the teachers were not yet using the word "evaluation." They instead were concerned with discussing particular materials and whether or not they could be used successfully with their students.

Discussion

The second session of the Evaluation Institute began with a discussion period. The participants welcomed the opportunity to share their individual reactions to the game activity. Copies of each sub-group's final list of questions were distributed and comparisons were made. The topic of evaluation was introduced and the teachers were instructed to return home and think

	<u>Sack #1</u>	<u>Sack #2</u>	<u>Sack #3</u>
<u>Group 1</u>	Language Master (Hardware)	How to Hold Your Job (Software)	Peabody Language Development Kit 1 (Software)
<u>Group 2</u>	Audio Flashcard (Hardware)	How to Hold Your Job (Software)	KELP Kit (Software)
<u>Group 3</u>	Mixie the Pixie (Software)	Matrix Games (Software)	KELP Kit (Software)
<u>Group 4</u>	Fairbanks-Robinson Program/1 (Software)	Matrix Games (Software)	Peabody Language Development Kit 1 (Software)

Figure 2 INSTRUCTIONAL MATERIALS USED IN SUB-GROUP ACTIVITY

about possible formats that might be developed for recording and utilizing this information in actually evaluating an instructional material.

Development of an Evaluation Form

The third session was devoted to developing such a form (see Appendix III A). In two stages, the group first identified those aspects of evaluation that they now felt should be included in a form. Then they ordered the questions and decided on an appropriate format for each. The Evaluation Form was then duplicated and copies made available to each participant.

Using the Evaluation Form

The fourth session of the Institute allowed the teachers to evaluate a large number of materials that were provided. Their evaluations were written on the forms they had developed. Certain of the materials were earmarked for evaluation by more than one evaluator. Later analysis showed that there were no great differences between evaluators utilizing the same format for evaluating a material. Of the differences that did occur, the primary one was due to the individual evaluator's particular teaching assignment. A junior high school teacher might find different value in a material than an elementary school teacher. As a group, however, teachers of the same level identified similar values.

Modification and Revision of the Evaluation Form

Finally, the fifth session allowed the teachers to modify or change their Evaluation Form as an outcome of their evaluating experience. The only change was the elimination of one minor sub-item and the modification of some of the modes used for recording information (using checks rather than circling an item).

An Ongoing Evaluation Group

A recurring question throughout the Institute was the artificial environment in which the participants were doing the evaluating. Obviously a truer picture of a material could be drawn from actual classroom use. It was then decided that classroom evaluation would be undertaken. In this way the group could empirically test the instrument they had developed. To best accomplish this, an organizational framework was established for an ongoing evaluation group - the Evaluation Network of Indiana Teachers. When they returned to their classrooms, each member evaluated at least one new material on the Evaluation Form. Particular attention was paid to the utilization of the form and whether or not it provided sufficient latitude and specificity to make the evaluation meaningful. Completed evaluations were then collected and circulated to all members of the group.

FOLLOW-UP MEETINGS

Two follow-up meetings were later held with the group. The first was held after the form was used for a month and a half, and the second meeting was four months later.

At the first follow-up meeting the topic of discussion was the effectiveness of their Evaluation Form. The group was again sub-divided into four member teams and each participant instructed to write out one change that they thought should be made in the form. These changes were then collected and re-distributed to different individuals. Each teacher was asked to make a one-minute presentation to his sub-group stressing why the change noted on the piece of paper he now held should be incorporated in the Evaluation Form. The sub-groups voted on the presentations they had heard and the four "winners" were presented to the total group. The group acted on the changes, incorporating those that they felt were necessary.

The primary concern of the group at this follow-up meeting was that the Evaluation Form was too limiting in most of the items. Many of the items were of a checklist nature and it was felt that they were not inclusive enough. To make the checklists more inclusive, however, would yield a form that would be almost unmanageable. Instead, the group decided to eliminate most of the checklists and leave the space blank for the evaluator to enter the pertinent information. With the distinct possibility that some information would unwittingly be omitted, a thesaurus of key words was developed to assist the evaluator. This Evaluator's Guide (see Appendix IV) consists of a page for each numbered question on the Evaluation Form. On each page are listings of words that might stimulate the evaluator to think of other aspects of the material. In use, the evaluator would first fill out the form, then consult the Guide for each question to see if the answer should or could be expanded. The Evaluator's Guide proved to be an excellent addition. It was a constant reminder of the Institute and the many aspects of evaluation.

The second follow-up meeting was a discussion of the format that should be used for disseminating the finished evaluations. The battle was only half won if teachers would not take the time to read the resultant evaluations. The concern of the group was that the information should be related in no more than one page, and it should be attractive enough to invite perusal.

A unique publication was decided upon. It was a two-part publication consisting of a number of printed pages and a clear acetate overlay. The acetate overlay, printed in red ink, contained all of the questions from the Evaluation Form. It did not contain, however, any of the information entered by the evaluator. This information -- the actual evaluation -- was printed on regular paper. Since it contained only answers and no questions, it could be easily scanned by a reader. The reader could glance through

the printed pages looking for evaluations of materials that looked interesting. When one is identified, the acetate overlay is placed over the printed page and the complete report, questions and answers, is read.

CONCLUSION

An Evaluation Institute such as the one described in this paper can provide a needed look at a practitioner-based system for evaluating instructional materials. Certainly, there are many other approaches and techniques that can and should be tried. The case reported here is a beginning. It put the focus on the shoulders of the classroom teacher. The classroom teacher: is the developer of the evaluative criteria; is the evaluator of the material; develops the vehicle for dissemination; and finally, reads the completed evaluation. All four are necessary aspects for a total approach towards evaluation.

Through this study we have learned a number of interesting things. Given the structuring and motivation of a game-like atmosphere, teachers can provide a set of criteria that is meaningful to them. There seems to be a good deal of agreement among the teachers used in this first study concerning this criteria. Though this does not imply that the criteria developed by these teachers are those that should be used, it does suggest an initial set that will be further explored in future studies of this nature.

The conclusion of this experience is that teachers do possess an understanding of what are the important aspects of evaluation when concerned with instructional materials. The use of a game-like situation allowed the participants to structure their own thinking within an interesting setting. The result was the systematic development of a set of evaluative criteria that possessed meaning for the teachers. By treating it as a game, the usual

semantic problems associated with a word as strong as "evaluation" were avoided. The teachers were dealing with a familiar topic. They were discussing the strengths and weaknesses of a material in much the same manner as they do over a cup of coffee in the teachers' lounge. The addition of the sealed envelopes provided just enough suspense to keep the group highly motivated in what could potentially be an exceedingly boring task.

The study indicates that an inclusive form for evaluating different types of instructional materials is feasible. The approach suggested relies upon two facets. First, the teachers must be cognizant of the parameters of evaluation and the behaviors necessary for evaluating materials. Secondly, a vehicle must be provided for the continual re-exposure of the evaluator to these parameters.

This study should not be misunderstood as a critique to the development and use of highly sophisticated evaluation instruments. It does suggest, though, that the needs of the classroom teacher do not necessarily require the development of such instruments. A highly sophisticated instrument has value as a yardstick for material development and revision. This study suggests that a teacher-developed evaluation instrument can be effectively utilized for the recording and dissemination of information about a material. Information that is being urgently requested by classroom teachers.

We have learned that through the use of a game-like approach it is possible to develop teams of evaluators. Most importantly, the use of games can be effectively employed to sensitize teachers in the parameters of evaluation.

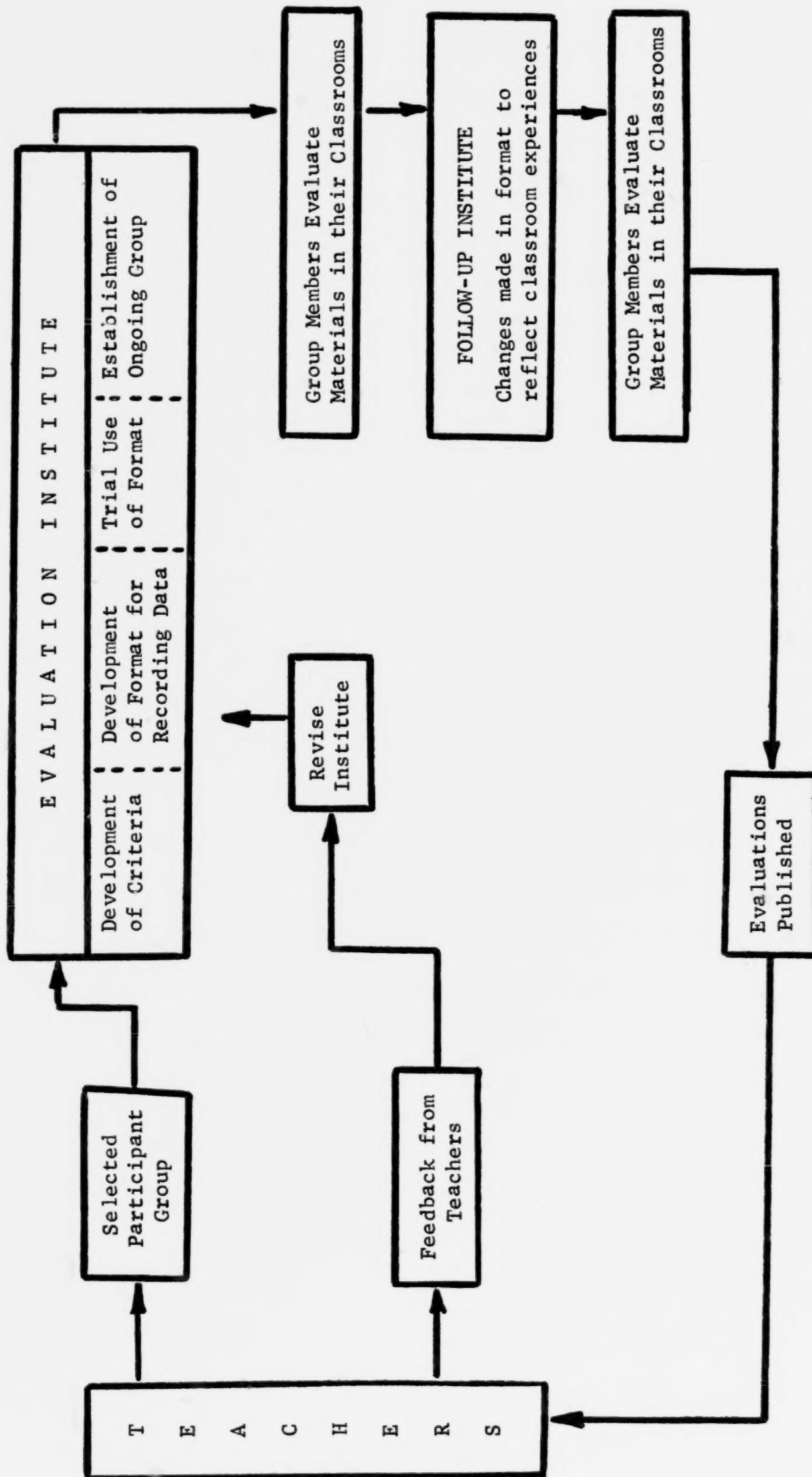


Figure 3 EVALUATION NETWORK OF INDIANA TEACHERS

APPENDIX I

CONTENTS OF ENVELOPES USED DURING SUB-GROUP ACTIVITY

Envelope #1

TO BE READ ALOUD TO THE GROUP:

There are three sacks on the table in front of you. Open the sack marked #1.

Discuss the strengths and weaknesses of the instructional material in sack #1. As you discuss the material, write out 10 statements. Have each statement describe either on strength or weakness of the material. (It is not necessary to have the same number of weaknesses and strengths, but the total number should be 10.)

When you have finished the 10 statements, return them to Envelope #1 and have it collected. Then go on to Envelope #2.

Envelope #2

TO BE READ ALOUD TO THE GROUP:

In the spaces below, write out 12 questions that should be asked to probe the strengths and weaknesses of the unknown material in sack #2. (Do NOT open sack #2)

When you have finished the 12 questions, go on to Envelope #3

Envelope #3

TO BE READ ALOUD TO THE GROUP:

Open the sack marked #2.

Discuss the strengths and weaknesses of the instructional material in sack #2.

Answer in the spaces below the 12 questions that you wrote out before seeing the material.

When you have finished answering the 12 questions, return the questions to Envelope #2, and the answers to Envelope #3 -- then have them both collected. Then go on to Envelope #4.

Envelope #4

TO BE READ ALOUD TO THE GROUP:

In the spaces below, write out 10 questions that should be asked to best probe the strengths and weaknesses of the unknown material in sack #3. (Do NOT open sack #3)

When you have finished the 10 questions, go on to envelope #5.

Envelope #5

TO BE READ ALOUD TO THE GROUP:

Open the sack marked #3.

Discuss the strengths and weaknesses of the instructional material in sack #3.

Answer in the spaces below the 10 questions that you wrote out before seeing the material.

When you have finished answering the 10 questions, return them to Envelope #4, and the answers to Envelope #5 -- then have them both collected. Then go on to Envelope #6.

Envelope #6

TO BE READ ALOUD TO THE GROUP:

In the spaces below write out ALL of the questions that should be asked to probe the strengths and weaknesses of an instructional material.

When you have finished writing out all of the questions that should be asked, go on to Envelope #7.

Envelope #7

TO BE READ ALOUD TO THE GROUP:

Rate the questions that you have just written by assigning each question a number from 1 to 3.

- 1 = Exceptionally important
- 2 = Important
- 3 = Moderately important

Write the number ratings alongside the questions.

When you have finished, return the questions to Envelope #6 and have them collected.

APPENDIX II

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

GROUP I

Envelope #2

Envelope #4

Envelope #6

Final Criteria Developed
By Total Group

Developmental information		
What area of instruction	What subject matter is covered	Contents (Subject area? Accurate?)
What age levels What senses are used Does it provide repetition Has it been used successfully	What mental age Is vocabulary simplified Will it develop verbal or performance skills	How is it used? Does it aid in motor devel. Can it be used with physical disabilities Does it develop serial competencies Does it develop self-reliance
Is cost justified		Cost (Justified?)
Is it durable Is it readily accessible		Physical characteristics (Durable? Reusable? Replaceable parts? Portable? Easy to use?)
Used individually Used in group Used without supervision	Used individually Used in group Used without supervision	Teaching procedure
		Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)
Does it appeal to the interests of the child	Does it appeal to the retarded child	Pupil reaction (Attractive? Hold interest?)

GROUP II

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

Envelope #2

Envelope #4

Envelope #6

Final Criteria Developed
By Total Group

	What is the rationale	What is the rationale Has it been proven effective	Developmental information
Does it apply to everyday life			Contents (Subject area? Accurate?)
What grade level What are uses What socio-economic level	Is usable with various grade levels Does it meet students growing needs	What level Can it be used with the retarded child Does it meet students growing needs	How is it used?
What is the cost	What is the cost	What is the cost	Cost (Justified?)
Is it reuseable Is it easy to manipulate What are quality of contents	Is it readily available Is it easily movable Is it durable Are there replaceable parts	Is it durable	Physical characteristics (Durable? Reusable? Replaceable Parts? Portable? Easy to use?)
		Do results justify time spent in using	Teaching procedure
Is it teacher motivational		Can I present material effectively	Teacher preparation (Manual avail- able? Manual adequate? Training necessary? Pupil progress reports?)
Does it create interest	Does it hold interest	Does it appeal to children	Pupil reaction (Attractive? Hold interest?)

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

GROUP III

Envelope #2

Envelope #4

Envelope #6

Final Criteria Developed
By Total Group

Were special educators involved in production	Are authors qualified	Are authors qualified	Developmental information
	Does it include more than one subject area	Does it include a wide subject area	Contents (Subject area? Accurate?)
Is it multi-level Does it meet student needs Does it fit students achievement level	Does it have limited usefulness Is it suitable for brain damaged	Is it multi-useful Is it multi-level Is it suitable for brain damaged Does it help child adjust to society What are objectives and purposes	How is it used?
Is it reasonable priced	Is priced comparably to other materials	Is it reasonable priced	Cost (Justified?)
Is it durable Is it easy to use Is it cluttered	Is it sturdy	Is it durable Is it easy to use	Physical characteristics (Durable? Reusable? Replaceable parts? Portable? Easy to use?)
Used individually Used in group Is it supplementary or a unit in itself	Used individually Used in group Is it supplementary or a unit in itself	Used individually Used in group Is it supplementary or a unit in itself Is it diagnostic Is it a unique approach	Teaching procedure
Is manual available	How extensive is manual	Is manual specific Is there a method for student evaluation	Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)
Does it have a high interest level	Does it have a high interest level	Does it have attractive format	Pupil reaction (Attractive, Hold interest?)

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

GROUP IV

Final Criteria Developed
By Total Group

Envelope #2

Envelope #4

Envelope #6

Developmental information			
Purpose for developing			Contents (Subject area? Accurate?)
Are contents valid and reliable Is it comprehensible by students			
Is it multi-purpose What are the objectives for use Is it adequate for use Does it have limited use	Is it multi-purpose Does it meet teacher needs	What age level Is it for multiply handicapped Does it stimulate all sensory modalities Does it meet teacher needs	How is it used?
Is it within budget	Is it expensive	Is it expensive	Cost (Justified?)
Is it durable Is it easy to manipulate Can it be duplicated Are there replaceable parts	Is it durable Is it washable Is it reusable Is it portable Is it repairable	Is it durable Is it awkward to manipulate	Physical characteristics (Durable? Reusable? Replaceable parts? Portable? Easy to use?)
Teaching procedure	Is it diagnostic Used individually Used in group	Is it diagnostic	
Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)	Is it attractive to teacher	Is it attractive to teacher	
Pupil reaction (Attractive? Hold interest?)	Is it attractive	Is it colorful Does it arouse interest	

APPENDIX III

EVALUATION FORMS

- A. Original form**
- B. First revision (developed during final session)**
- C. Second revision (developed at Follow-up Meeting)**

1. Trade name of item:
2. Publisher or producer's name and address:

3. Copyright or production date, if given:

4. Developmental information:

Not Available

4a. Author _____

4b. Where developed _____

4c. Why developed _____

4d. How developed _____

5. Evaluation setting:

5a. Level (circle one)	Pre-primary	Primary	Intermediate	Junior High	Senior High

5b. Setting (circle one) Rural Urban, Other (Specify) _____

6. Description of the item:

7. How did you use the item:

Is this the use the manufacturer recommended? Yes_____ No_____

8. Cost: \$

8a. Does its teaching value or effectiveness justify its cost? Yes No

9. Physical Characteristics:

9a. Is it adequately durable? Yes No

9b. Can it be reused? Yes No

9c. Are replacement parts available? Yes No

9d. Is it portable? Yes _____ No _____

9e. Is it easy to use? Yes ☐ No ☐

10. Teaching Procedure:

10a. Supervised _____ Independent Activity _____

10b. Individual _____ Group _____

11. Teacher Preparation:

11a. Is a teacher manual available? Yes _____ No _____

11b. If available, is it adequate? Yes _____ No _____

11c. Would some special training be advisable in order to make effective use of it? Very necessary _____ Helpful _____

11d. Are pupil progress reports provided? Yes _____ No _____

12. Contents:

12a. Remedial _____ Developmental _____

12b. Factually accurate? Yes _____ No _____

12c. Subject matter area(s) _____

13. Pupil reaction:

13a. Attractive? Yes _____ No _____

13b. Does it consistently hold the interest level over a period of time?
Yes _____ No _____

14. Comments:

EVALUATION OF AN INSTRUCTIONAL MATERIAL
FOR THE EDUCABLE MENTALLY RETARDED

1. Trade name of item:
2. Publisher or producer's name and address:
3. Copyright or production date, if given:
4. Developmental information: Not Available
 - 4a. Author _____
 - 4b. Where developed _____
 - 4c. Why developed _____
 - 4d. How developed _____
5. Evaluation setting (check ☒ appropriate spaces):
 - 5a. Level ☐ Pre-primary ☐ Primary ☐ Intermediate ☐ Junior H.S.
☐ Senior H.S.
 - 5b. Setting ☐ Rural ☐ Urban ☐ Other (specify) _____
6. Description of the item:
7. Describe briefly how you used the item (basal, supplementary, remedial, developmental, etc.):
8. Is this the use the manufacturer recommends? Yes ☐ No ☐
Cost \$ _____
 - 8a. Does its teaching value or effectiveness justify its cost? Yes ☐ No ☐
9. Physical characteristics:
 - 9a. Is it adequately durable? ☐ Yes ☐ No
 - 9b. Can it be reused? ☐ Yes ☐ No
 - 9c. Are replacement parts available? ☐ Yes ☐ No ☐ Information not available
 - 9d. Is it portable? ☐ Yes ☐ No

- 9e. Is it easy to use? ☐ Yes ☐ No
10. Teaching procedure (check ☒ appropriate spaces):
- 10a. Supervised ☐ Independent Activity ☐
- 10b. Individual ☐ Group ☐
11. Teacher preparation:
- 11a. Is a teacher manual available? Yes ☐ No ☐
- 11b. If available, is it adequate? Yes ☐ No ☐
- 11c. Would some special training be advisable in order to make effective use of it?
- Very necessary ☐ Helpful ☐ Unnecessary ☐
- 11d. Are pupil progress reports provided? Yes ☐ No ☐
12. Contents:
- 12a. Subject matter area(s) (specify): _____
- 12b. Factually accurate? Yes ☐ No ☐
13. Pupil reaction:
- 13a. Attractive? Yes ☐ No ☐
- 13b. Does it consistently hold the interest level over a period of time? Yes ☐ No ☐
14. Comments (strengths, weaknesses, etc. not covered in the above):

Evaluator _____

Date _____

EVALUATION OF AN INSTRUCTIONAL MATERIAL
FOR THE EDUCABLE MENTALLY RETARDED

1. Trade name of item:
2. Publisher or producer's name and address:
3. Copyright or production date, if given:
4. Developmental information: Not Available
 - 4a. Author _____
 - 4b. Where developed _____
 - 4c. Why developed _____
5. Evaluation setting:
6. Contents:
 - 6a. Subject matter area(s): _____
 - 6b. Factually accurate? Yes___ No___
7. Description of the item:
8. Describe how you used the item:
- Is this the use the manufacturer recommends? Yes___ No___
9. Cost \$ _____
 - 9a. Does its teaching value or effectiveness justify its cost? Yes___ No___

10. Physical characteristics:

10a. Is it adequately durable? Yes___ No___

10b. Can it be reused? Yes___ No___

10c. Are replacement parts available? Yes___ No___ Information not available___

10d. Is it portable? Yes___ No___

10e. Is it easy to use? Yes___ No___

11. Teaching procedure:

12. Teacher preparation:

12a. Is a teacher manual available? Yes___ No___

12b. If available, is it adequate? Yes___ No___

12c. Would some special teacher training be advisable in order to make effective use of it?

Very necessary___ Helpful___ Unnecessary___

12d. Are pupil progress reports provided? Yes___ No___

13. Pupil reaction:

13a. Attractive? Yes___ No___

13b. Does it consistently hold the interest level over a period of time? Yes___ No___

14. Comments:

Evaluator_____

Date_____

IEG/3

APPENDIX IV

EVALUATOR'S GUIDE¹

¹ The Evaluator's Guide was designed for use with second revision of the Evaluation Form.

EVALUATOR GUIDE

INDIANA EVALUATION GROUP

Suggestions for writing evaluations:

1. Enter ALL information. If a question must be left blank because of insufficient information, circle that blank.
2. Be CONCISE yet CLEAR. Include only that information that you feel will be of use to another teacher.
3. Be CRITICAL yet FAIR. Mention the shortcomings as well as the good features.
4. When applicable, use the FIRST PERSON. "I feel that the XYZ Method is..." or, "I would suggest..."

This Guide is designed to assist you in filling out the Evaluation Form. The number on each page refers to the same numbered question on the Evaluation form.

To make the best use of this guide:

- (1) Fill out the Evaluation Form WITHOUT consulting the guide. When the form is completed,
- (2) Check each question with the guide to see if there is other information that you would like to include on the Evaluation Form.
- (3) Add the new information to the Evaluation Form. You should now have a comprehensive evaluation of an instructional material.

<u>STUDENTS</u>	<u>SCHOOL</u>	<u>METHODS</u>
Ability	Inner City	Grouping
Academic level	Institution	Non-graded
Active/passive	Modern	One-to-one
Age	Parochial	Self-contained
Grade level	Public	Team Teaching
Handicap	Rural	Traditional
Itinerant	Urban	
Number in class		
Sex		

(Use this space for writing a clear description of your evaluation setting. This can then be copied directly on to the Evaluation Form.)

Arithmetic	Language Development	Recreation
Art	Learning Skills	Science
Crafts	Literature	Speech
Geography	Music	Spelling
Handwriting	Penmanship	Work-Study
History	Phonics	Writing
Homemaking	Reading	

If you checked NO, include a short explanation.

Distorted	Errors
Irrelevant	Misprint
Up-to-date	Incorrect
Timely	

6a Subject Matter 6a

6b Factually Accurate 6b

Aid	Film	Movie (sound)
Book	Film Strip	Print
Bulky	Illustrations	Programmed
Collection	Kit	Record
Color	Large	Transparency
Device	Manipulative	Workbook
Drawings	Many Parts	Work Sheets
Equipment	Models	
Game		
Tape Recordings		Can be duplicated
Additional equipment needed		Takes up room
Part of a larger unit		Easy to carry

7 Description of the Item 7

Adaptations	Independent	Rhythm
Basal	Individual	Remedial
Behavior	Kinesthetic	Self-concept
Characteristics	Manipulative	Stimulate
Comprehension	Measurement	Structure
Creative	Memory	Supervised
Daily	Mobility	Supplementary
Developmental	Monthly	Unique
Discrimination	Motivation	Verbal
Discussion	Nonverbal	Introductory (to what)
Enrichment	Orientation	Follow-up (to what)
Feedback	Perceptual	Motor Coordination
Group	Play	

8 Describe how you used the item

This item is IMPORTANT. If you check NO, make sure you have clarified "why" in other sections of the evaluation.

Use a short statement to clarify if necessary.

9a Is Cost Justified 9a

10 Physical Characteristics 10

According to directions
Alone
Daily
Group
Individual
In unique way (explain)

Monthly
One-to-one
Supervised
Unsupervised
Weekly
With other materials

If NO, would a teacher manual be helpful?

11 Teaching Procedure 11

12a Teacher Manual Available 12a

Adjustment	Functional	Sensory
Aggressive	Goal	Sex
Appreciation	Growth	Skill
Aptitude	Parents	Technical
Differences	Peers	Time consuming
Endurance	Reading level	Vocabulary level
Experience level		
Must be used in conjunction with other materials		
(which ones)		
Must study manual before each use		

Boring
Enthusiasm
High Interest
Low Interest
Motivation
Socially appropriate

13 Pupil Reaction 13

14 Comments 14

APPENDIX V

RATINGS OF EVALUATIONS¹

¹ The evaluations that are rated herein were completed on the first revision of the Evaluation Form (Appendix IIIB). The primary purpose of this study was to provide feedback to the members of the evaluation group.

Rating Sheet

The attached Evaluation of an Instructional Material (next page) has been completed by a teacher of educationally handicapped children. The teacher used the material in the classroom for approximately one month.

Now, assuming that you are also a classroom teacher of educationally handicapped children — does the evaluation "tell you anything." Using the checklist below, indicate your reactions to 1) the evaluation form, and 2) the information contained on it.

I. Evaluation Form

Yes No ? (please ✓)

1. Are the categories and questions CLEAR? (1) _____
2. Should other questions be ADDED to the form? (2) _____

Which ones? _____

3. Should some questions be DELETED? (3) _____

Which ones? _____

II. Information on form

4. Has the evaluator COMPLETED all questions? (4) _____
5. Are the comments CLEAR? (5) _____
6. Is further CLARIFICATION (illustration) needed? (6) _____
7. Is the information useful in assisting you to decide whether you would like to use the material in your classroom? (7) _____
8. How could the evaluator IMPROVE the evaluation? _____

9. Other comments? _____

10. Current STATUS?

- ____ Freshman
- ____ Sophomore
- ____ Junior
- ____ Senior
- ____ Graduate

11. Prior teaching EXPERIENCE?

- ____ NO classroom experience of more than one day.
- ____ Student Teaching (normal)
- ____ Student Teaching (handicapped)
- ____ Classroom Teacher (elementary)
- ____ Classroom Teacher (secondary)
- ____ Classroom Teacher (handicapped)
- ____ Other classroom experience (more than one day)
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

12. How familiar are you with this material?

- ____ Have NEVER seen or heard about
- ____ Have seen &/or heard about (not used personally)
- ____ Have used

13.

(name)

(date)

Rating Sheet Tabulations

I. Evaluation Form

1. Are the categories and questions clear? 68 Yes 5 No ?
2. Should other questions be added to the form? 23 Yes 48 No 2?
3. Should some questions be deleted? 4 Yes 62 No 7?

II. Information on form

4. All questions completed? 41 Yes 31 No 1?
5. Are the comments clear? 48 Yes 20 No 5?
6. Is further clarification needed? 38 Yes 33 No 2?
7. Is the information useful? 50 Yes 16 No 7?

Raters: (all are special education majors at Michigan State University)

Freshmen	16
Sophomores	3
Juniors	19
Seniors	30
Graduates	<u>5</u>
	73

No teaching experience	44
Prior teaching experience	29